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ABSTRACT

A project identified students gifted and talented in the arts to participate in a Roanoke (Virginia) County Schools program to develop welding, carpentry, masonry, and metal working skills essential in the production of heroic scale three-dimensional art forms. A steering committee identified nine gifted students from four area high schools. The students designed, produced, documented, and showed works of art using vocational skills learned from an artist-in-residence. A videotape, an end-of-the-year gallery show, and promotional materials made the project visible to the community. The project won an award for excellence. The artist worked with other vocational students in masonry and welded metal. A weekend raku workshop was held, and teacher workshops were conducted. Project success prompted recommendations for continuing to combine art and the vocations in regular school-day programs. (A project budget summary and 10 appendices are included: project abstract; brochure on project participants; apprentice selection criteria; evaluation of in-school program by teacher; evaluation of in-school sessions by students; art film series; raku workshop, reaction sheet, and summary; project publicity; planning committee report; evaluation forms; and summary.) (NLA)

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FINAL REPORT

Melding the Arts and the Vocations:
A Program for Gifted Students Interested in Art

Model Programs Designed to Serve
Students Gifted in the Technical Arts

Conducted Under
Public Law 98-524, Title II, Part B,
Carl D. Perkins Vocational Act

Ben Helmandollar
Department of Vocational Education
Roanoke County Schools
526 College Avenue
Salem, VA 24153

August 27, 1990

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Name of Project: Melding the Arts and the Vocations: A Program for Gifted Students Interested in Art

Goals and Objectives of the Project:

1. To expand the scope of vocational offerings to provide for a larger target audience, specifically the gifted population interested in creative art.

2. To expose the vocational curriculum to the gifted population.

3. To establish a lasting cooperative relationship between vocational personnel, gifted coordinators, and guidance counselors and coordinators.

4. To form a steering committee that will work with guidance personnel, vocational personnel and gifted personnel in implementing the program and providing guidlines.

5. To develop or adapt identification procedures for gifted students being served.

6. To develop and implement a program that will offer vocational skills training to gifted students interested in art.

7. To design promotional strategies that will acquaint students and the general public with the program and the importance of vocational training for all students.

8. To select and train personnel involved in the program.

9. To develop evaluation procedures to evaluate the effectiveness of the program.

10. To develop timelines for implementation of the project and budget monies appropriately.

11. To share information state wide about the program to vocational administrators after the program's conclusion.

Description of the general project design and procedures followed:

This project identified students gifted and talented in the arts to participate in a program to develop welding skills, carpentry skills, masonry skills, and metalworking skills essential in the production of heroic scale 3-dimensional art

forms. The melding of the arts and vocational areas resulted in high quality, visible works of art which will remain a permanent monument to the importance of the skill of a craftsman to the creativity of an artist.

A steering committee consisting of a vocational administrator, welding instructor, artist in residence, guidance career coordinator, guidance counselor, gifted program coordinator, art teacher, and several ad hoc members was formed to identify gifted students interested in the production of heroic scale, three-dimensional art using welding techniques, carpentry skills, masonry (concrete castings) skills, or metalworking skills. Nine students were selected from the four area high schools to participate in this aspect of the project for the 1989-90 school year to work with an artist-in-residence on the Burton campus and with vocational instructors. These students designed, produced, documented, and showed works of art using vocational skills taught as part of the project as an enrichment activity (see enclosed video). The students involved in this aspect of the project worked outside school hours in a mentor format with the artist in residence at the Arnold R. Burton Campus. The artist also worked with 2,080 other students on a workshop basis to introduce them to his activities.

Vocational instructors and the artist in residence worked with the students as well as art teachers in the home schools. The gifted program coordinator and fine arts coordinator

maintained active roles throughout the process. A final show of completed works was held and was attended by 153 outside guests. Videotape documentation of work by the students was completed by outside consultants and will be shown this year in the schools. A total of 49 teachers and administrators participated in the project.

Results and Accomplishments of the Project:

The videotape, an end-of-the-year gallery show, the promotional brochure, and other promotional activities (news stories), made the project visible to the general and student community. The project won the district and regional Check Excellence award for its accomplishments.

In addition to the selection of the aforementioned core group of students, the artist worked in the vocations during the day with students in vocational classes who completed several pieces of on-campus works in masonry and welded metal. Also, a weekend Raku workshop (Japanese fired pottery) was held for art teachers, vocational teachers, and students from area high schools and the vocational school at the vocational center. Teacher workshops were conducted; a twelve-week film series was shown at the vocational center for the general public; and a public reception/exhibition was held at the vocational center.

As an outgrowth of the project a vocational-theme student/teacher band was formed which played at the Chrysler Hall in Norfolk, Virginia. The four-piece rock'n roll band featured songs with a pro-school and pro-technical skills training theme.

Evaluation of the Project:

Evaluation procedures were established to assess the merits of the pilot project and to suggest improvements for ongoing implementation and future expansion. Survey forms were developed, administered and summarized for the Raku workshop, the video, and the overall program (see Appendix). Video evaluation surveys were administered to art teachers around the county and to the Arnold R. Burton Facilities Committee. The surveys were given at a screening before the final edit. As a result of the evaluation the video was re-edited for a much improved product. See Appendix for evaluation summaries.

Conclusions, implications, and recommendations for the future:

The overall project was a tremendous success. The exposure of gifted and talented students to the vocational areas as well as the exposure of vocational students to possibilities in art were very rewarding and valuable to the image of vocational education and the exposure of the vocations

to a broader cross-section of the student population. Additionally, the permanent art which adorns the campus and the video which will be used for future recruiting efforts are by-products which will benefit many vocational areas and the vocational program as a whole. The working relationship fostered between art teachers, gifted personnel and guidance counselors, is a valuable lasting benefit. The excitement created by such a program on the campus, as well as throughout the system, has also been a plus for vocational education.

Recommendations for the future are to continue the effort of combining art and the vocations and to try to imbed the program more into the school day instead of as an after-school activity.

BUDGET SUMMARY

		Budget Request from State	Expenditures to Date	Local Contribution
I. SALARIES	Project Director	000.00	000.00	1,500.00
	Secretary	000.00	000.00	1,400.00
	Artist in Residence	000.00	000.00	12,100.00
	Subtotal	000.00	000.00	15,000.00
II. CONTRACTUAL SERVICES				
	Artists	950.00	939.45	000.00
	Subtotal	950.00	939.45	000.00
III. MATERIALS AND SUPPLIES				
	Art Activity Supplies	1,200.00	1197.61	000.00
	Welders and Video Equip.			3,500.00
	Subtotal	1,200.00	1197.61	3,500.00
IV. TRAVEL				
	Local Travel	000.00	000.00	500.00
	Subtotal	000.00	000.00	500.00
V. OTHER RELATED EXPENSES				
	Video Production, Program Promotion, Duplication, Curriculum Writing, Instructional Stipends	2,850.00	2,851.81	000.00
	Subtotal	2,850.00	2,851.81	000.00
	TOTAL	5,000.00	4,988.87	19,000.00

Appendix

PROJECT ABSTRACT A Gifted Program in the Technical Arts

TITLE OF PROPOSAL: Melding the Arts and the Vocations - A Program for Gifted Students Interested in Art

PROJECT DIRECTOR: Ben Helmandollar, Assistant Principal A.R.B.V.T.S.

INSTITUTION: Roanoke County Schools

LOCATION: Salem, Virginia

FUNDING PERIOD: June 30, 1989 to June 30, 1990

OBJECTIVES OF THE PROJECT:

1. To expand the scope of vocational offerings to provide for a larger target audience, specifically the gifted population interested in creative art.

2. To expose the vocational curriculum to the gifted population.

3. To establish a lasting cooperative relationship between vocational personnel, gifted coordinators, and guidance counselors and coordinators.

4. To form a steering committee that will work with guidance personnel, vocational personnel and gifted personnel in implementing the program and providing guidelines.

5. To develop or adapt identification procedures for gifted students being served.

6. To develop and implement a program that will offer vocational skills training to gifted students interested in art.

7. To design promotional strategies that will aquaint students and the general public with the program and the importance of vocational training for all students.

8. To select and train personnel involved in the program.

9. To develop evaluation procedures to evaluate the effectiveness of the program.

10. To develop timelines for implementation of the project and budget monies appropriately.

11. To share information statewide about the program to vocational administrators after the program's conclusion.

PROCEDURES OF IMPLEMENTATION:

This project will identify students who are gifted and talented in the arts to participate in a program to develop welding skills, carpentry skills, masonry skills and metalworking skills essential in the production of heroic scale 3-dimensional art forms. The melding of the arts and vocational areas will result in high quality, visible works of art which will remain a permanent monument to the importance of the skill of a craftsman to the creativity of an artist.

A steering committee will be formed to identify gifted students interested in the production of heroic scale, three-dimensional art using welding techniques, carpentry skills, masonry (concrete castings) skills, or metalworking skills. These students, once selected will participate in this pilot project for the 1989-90 school year. Students from county high schools will design, produce, document, and show works of art using vocational skills taught as part of the project. The students involved in the project will work outside school hours in a mentor format with the artist in residence.

Vocational instructors and the artist in residence will be available to work with the students as well as art teachers in the home schools. A final show of completed works will be held as well as videotape documentation done by the students as the project progresses. The videotape, the end-of-the-year show, and other promotional activities will make the project visible to the general and student community.

EVALUATION:

The evaluation will entail evaluating the effectiveness of the pilot program as it develops so that further, ongoing program implementation can be enhnced, improved and expanded. Evaluation will consist of (1) interview and questionnaire schedules for students involved in the program, (2) random samplings of students in the home schools which are served by the vocational center to assess how the program is being perceived, (3) evaluation of public information materials and activities.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

There currently exists a schism between vocational education and other academic areas. In order to bridge this schism, this project is being proposed to introduce students gifted in the arts to the vocational areas so vital to the production of quality art work. This fusion of the arts and technology will hopefully fuel the explosion of the myth that vocational students cannot be gifted.

ED DOLINGER

Enthusiasm for and appreciation of art, with emphasis on variations of sculpture, are two things which made Ed Dolinger a prime choice for Roanoke County's Artist-In-Residence.

Before accepting the Artist-In-Residence position, Mr. Dolinger's experiences in art have taken him around the country, through a variety of positions, in addition to his studio work. These positions ranged from graphic design for television to curating exhibitions for museums and galleries.

However, his main concentration continues to be in the studio, developing two and three dimensional work in paper, wood, cardboard, metal and a variety and combination of other materials. Some of these works are now in corporate and private collections around the country, such as the Federal Reserve Bank of San Francisco, Weinstock's Corporation of Sacramento, the Utah Museum of Fine Art and others.

He has also done several commissioned pieces, the most recent of those being "Arts Parts", a participatory installation piece commissioned for "Toledo Fest" by the Toledo Arts Commission.

He continures to demonstrate his talent through regular participation in local and regional juried and invitational exhibits. As a result, Mr. Dolinger has received several merit and cash awards.

"I am on my twenty-seventh draft of this essay on the residency program and what has transpired this year. (It makes me appreciate writers all the more.) There is no verbal way to adequately express all that has happened, how it took place, who was involved, etc. The single most impressive item for me was how different pairs, groups or combinations of students, faculty, artists and administrators solved problems and consequently unique relationships developed. I believe this is the truly lasting part of this venture and one of the reasons artists make "art". Without all of us quite being aware of it, those experiences were the "subject matter" for most of the pieces in the exhibition. I hope it expresses some of the things that were revealed to us about ourselves and our lives during the process of painting, drawing, sculpting and contemplating. There really *is* more there than initially meets the eye."

— ED DOLINGER
April, 1990

JESSICA WHITAKER

"Journalism is my main interest and I joined the core group because it offered me a chance to gain experience in developing reporting, writing and publishing skills."

Future plans include attending a small liberal arts college majoring in journalism or English and then entering a career as a magazine or newspaper writer.

In her free time, Jessica enjoys playing tennis, singing, and creative writing. She is a staff member of the Cave Spring High School *Knight Letter* Newspaper.

MICHELLE MORRIS

An interest in sculpture was the driving force behind Michelle Morris's desire to join the core group.

"I saw a chance for myself to be exposed to sculpture, a field of art (in) which I have had little experience," she said.

At present, Michelle, a junior at Cave Spring High School, is not planning to attend strictly an art school, but rather she is trying to decide between Virginia Commonwealth University and Virginia Tech's School of Engineering.

LEIGH DENT

Everyone has their own reasons for doing things, and junior Leigh Dent's reason for joining the core group is the availability of resourses not available at her home school Northside High.

Leigh plans to enter a career in architecture, and wishes to attend the University of Tennessee. "In a way that's (architecture) art to me, because I'm designing," she said.

Through participation in the program, Leigh has found that she enjoys art more than she did previously. She also expressed a desire to learn more about art history.

In addition to her involvement in art, Leigh has participated in cheerleading for the past ten years, and currently serves as president of the Northside chapter of Fellowship of Christian Athletes. She also enjoys running and lifting weights.

SARAH GONZALES

"I decided to apply for the AIE program because it seemed like a great opportunity to expand my horizons in art," explained Sarah Gonzales, a junior at Northside High School .

At present, Sarah is planning to attend Indiana Wesleyan University because of the quality of their art program. She has acquired scholarship money in order to attend.

Sarah is working towards a career in an art-related field and has narrowed her decision to three choices: commercial art, studio art, or opening her own jewelry design shop.

Besides art, Sarah enjoys singing, jewelry making, reading, and writing poetry, and dancing.

STEPHANIE BUSHNELL

Like the majority of the core group members, Stephanie Bushnell, a junior, joined the program for the possibility of enrichment it offered.

After high school, Stephanie plans on attending VPI and will major in architecture. This will provide an excellent background since her career interest lies in interior design.

Art is not her only interest. She enjoys hiking, listening to music, and visiting with friends. She also collaborates with fellow students on an Art & Literary Magazine at her home school of William Byrd High School.

HUNTER WIMMER

Hunter Wimmer, a senior at Cave Spring High School, looks on the program as more or less an experiment. "I figured I could use the experience, especially in the areas that high school art departments don't cater to: crash and burn art, and stuff that's never graded," he explained.

After high school, Hunter is planning to attend Virginia Commonwealth University. He has chosen VCU "because they seem to have the programs I want at the tuition my parents are willing to fork out." His career goal is to become a commercial artist.

Through his membership in the core group, Hunter hopes to learn the art of photography—and develop his strength in that area.

Art not withstanding, Hunter admits that he enjoys playing the guitar in his spare time. He also works part-time at a local health food store.

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SPECIAL THANKS TO:

- Faculty, staff, and students of Arnold R. Burton Technology Center
- Steve King, Supervisor of Fine Arts, Roanoke County Schools
- Becky Arrington, Public Relations Consultant
- Jeff Steele, Artist, Photography, & Graphic Arts Consultant
- Virginia Commission For The Arts
- William and Linda White, Video Production, Hollins College
- Janet Carty, Artist
- Adam Cohen, Architect/Artist
- Marcia Kolb, Writer
- Perkins Foundation
- Photo Credits—Jeff Steele & Jessica Whittaker

ABOUT THE PROGRAM

Art (art) n. 1. the quality, production, expression, or realm of what is beautiful or of more than ordinary significance.

An adequate definition, but through Roanoke County Schools Artist-In-Education Program—the word *art* encompasses a much larger idea.

The program was insitituted by Roanoke County Schools and made possible by Virginia Arts Commission and Perkins grants.

The underlying purpose of the program is to recognize and strengthen the relationship between the Arts and the Vocations.

After the grants came about, Ed Dolinger was chosen as the resident artist. "I look on it as an accomplishment of sorts and a professional advantage because I now have more time to spend in the studio," said Mr. Dolinger

Mr. Dolinger is the instructor/advisor for a core group of six students from Cave Spring, William Byrd, and Northside High Schools. Students representing Cave Spring are Hunter Wimmer, Michelle Morris, and Jessica Whitaker. Representing Northside are Leigh Dent and Sarah Gonzales. Stephanie Bushnell represents William Byrd.

Various areas of interest in the program include painting, sculpting, journalism, research, and video production.

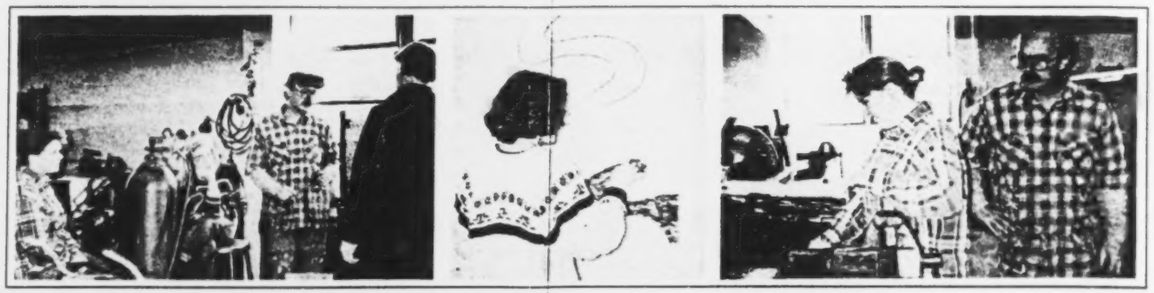
Core group members have yielded 40 hours or more to the program and have spent that time completing individual and group collaborative pieces, which were initiated by Mr. Dolinger. Several members of the group spent time learning basic techniques of welding.

At one time, Mr. Dolinger described the group as challenging. "This whole process is sort of artistic stretching for me because the longer I make projects the more conceptual I become," said Mr. Dolinger.

The uniqueness of the program is due to the fact that it gives the students a chance to accomplish whatever goals they set for themselves without the limits of a 45 minute class period. It's intended to provide alternate opportunities in the education system," said Mr. Dolinger.

Michelle Morris said, "I saw a chance to open myself to another artist's ways of thinking."

So, perhaps a better definition of *art* could be arrived at: **Art (art), n. 1. something that provides a basis for learning, broadening one's horizons and expressing oneself.**



MORE THAN MEETS THE EYE

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Art Meeting
September 21, 1989
Agenda

1. AIE and Grant Information

2. Discuss Overall Program in Schools

3. Sharing of Individual School Projects

4. Workshops for Art Teachers

5. Core Group

6. Ed's Studio Day

7. Exhibition Program

   a. Burton Gallery
   b. Full Reception and Opening
   c. Rotating Exhibit
   d. Other Suggestions

8. Film Resources - Best use by students and teachers?

9. Suggestions for developing resources
   personal contacts: parents, businesses, etc.

ED DOLINGER

- Two years study at the Corcoran School of Art, Washington, D.C.
- Regular inclusion into local and regional juried and invitation exhibits, resulting in several merit and cash awards.
- Nominated for an AVA (Awards in the Visual Arts) National Artist Fellowship.
- Nominated for the WESTAF Biennial.
- Artist-in-Residence for the Salt Lake Arts Council (1981-83), Henrico County, Richmond, Loudon County.
- Large scale sculpture commission, Triad Center, Utah.
- Works in private collections throughout Utah, Idaho, California, Virginia, North Carolina, Maryland and Washington, D.C.
- Several one-person shows featuring painting, mixed media and installations.
- Curator, Virginia Museum of Art Education out reach program.

12.PROGRAM DESCRIPTION (please use space provided if at all possible):

Objectives of the AIE Program

1. To provide fine arts enrichment activities for students in the Roanoke County Schools.
2. To provide students and teachers with the opportunity to talk to, work with, and observe working professional artists in a studio and classroom setting.
3. To provide students, teachers, staff and community with hands on experience through demonstrations, workshops and exhibits.
4. To enable students, teachers, staff and community to enhance their understanding of the value of the arts in the quality of their daily lives.
5. To provide after school staff development activities in the arts for teachers which will promote professional growth and cross curriculum planning.
6. To provide students and teachers with resource artists/performers, not available in the regular classroom.
7. To demonstrate how the arts and technology can be merged.
8. To cultivate an awareness of individual artistic growth toward life long involvement in the Arts.

See Attachment

12. (continued)

Ed Dolinger - A full time residence with an emphasis on how the arts and technology can be merged. The artist will be provided a studio at Arnold R. Burton Vocational-Technical School. He will have the opportunity to grow and expand his own work through access to the teachers, students and technology of the school. The artist will visit individual senior and junior high school art classes, grades 6-12. The visits will relate the influence of technology on the arts through lectures, demonstrations, problem solving, and site specific hands on activities. Individual classes will visit Burton and the artists' studio to discover the technology available and how it can be utilized in the production of art. A core group of 11th and 12th grade students will be selected to work with the artist, a minimum of two hours per week, for more than 20 weeks. The core group will learn the operations of being a working artist. The core students will plan, produce and document their experiences under the guidance of the artist. Vocational students at Burton will have the opportunity to see that the same components are necessary to produce technical or artistic products. A workshop will be held for teachers prior to school visits. A final exhibit of the artist's and student work will be held at Burton with a reception for the public.

Proposal For Selection Of Core Group

1. Requirements:

   A. 11th and 12th Graders
   B. Able to provide own transportation
   C. Minimum of 40 hours commitment, with expectation of more time to complete project.
   D. Students from art classes and general student population.
   E. Each school to have one representative - Arnold R. Burton, Cave Spring High, Glenvar High, Northside High, and William Byrd High
   F. Number of students selected must allow for an intensive experience with the AIE.
   G. Criteria as established by AIE and teachers.
   H. ~~5 to 6~~ recommendations from each school - Arnold R. Burton, Cave Spring High, Glenvar High, Northside High, and William Byrd High.

2. Suggested Selection Process:

   A. Establish screening committee: art teacher from each school, art coordinator, fine arts enrichment coordinator, supervisor of fine arts (total of 7). Committee will meet as needed, anticipate 1 to 2 meetings.
   B. Information provided to schools via art teachers, guidance and general P/A.
   C. Students request application from art teachers and guidance.
   D. Set deadline for applications.
   E. Screening committee reviews applications and selects candidates for interview.
   F. AIE interviews candidates.
   G. AIE selects core group from students interviewed.

ROANOKE COUNTY ART & TECHNOLOGY ARTIST-IN-RESIDENCE PROJECT, 1989-90 CORE GROUP OR APPRENTICE SELECTION CRITERIA:

TEN STUDENTS WILL BE SELECTED FROM THE COUNTY'S HIGH SCHOOL STUDENT BODY AT LARGE AND NOT JUST THE ART CLASSES. I FEEL IT IS VERY IMPORTANT TO REDUCE THE PROLIFERATION OF PIGEONHOLING, SPECIALIZATION AND ELITISM THAT PERVADES CONTEMPORARY SOCIETY, PARTICULARLY IN THE ARTS. IT DOES NOT IMPLY THAT WE CAN OR SHOULD MAKE ALL OF THEM "ARTISTS", BUT IS INTENDED TO IMPRESS UPON THEM THE VALUE OF PARTICIPATING IN ALL AREAS OF THEIR COMMUNITY BY SHARING TASKS TOWARDS A COMMON GOAL. THIS PROCESS MAY ALSO INCREASE THEIR COMFORT IN GATHERING THE INFORMATION, KNOWLEDGE AND SKILLS IN ORDER TO ADEQUATELY PERFORM WITHIN ANY SEGMENT OF SOCIETY THEY WISH.

IT GOES WITHOUT SAYING THAT ALL OF THESE APPRENTICES SHOULD BE THE "BEST AND THE BRIGHTEST". HOWEVER, THE CRITERIA WILL NOT BE LIMITED TO ACADEMIC EXCELLENCE ONLY, BUT A VARIETY OF DEVELOPED OR INNATE QUALITIES THAT I FEEL WILL BE NECESSARY TO COMPLETE THE PROJECT, WHILE THE MIX OF STUDENTS LEARN FROM EACH OTHER.

THOSE INVOLVED WILL BE ENGAGED MORE IN A PROCESS OF EXPLORATION AND EXAMINATION, THAN ONE OF PRODUCTION OF A PREDEFINED PRODUCT. IT WILL BE AN EVOLVING SET OF ACTIVITIES THAT RELIES ON A UNIQUE COMBINATION OF MATERIALS AND PEOPLE THAT WILL INDEED PRODUCE "OBJECTS", BUT BE ANCHORED PRIMARILY IN "PROCESS".

GENERAL CRITERIA:

SINCE THIS IS NOT A MAINSTREAM ACTIVITY AND LIMITED IN TIME AND RESOURCES, IT PROBABLY IS BEST NOT TO INCLUDE STUDENTS WHO HAVE OR DISPLAY ANY SPECIAL PROBLEMS THAT WE ARE NOT EQUIPPED TO DEAL WITH (SUCH AS CHEMICAL DEPENDENCIES, PSYCHOLOGICAL PROBLEMS, ETC.)

ANOTHER IMPORTANT CONSIDERATION IS THEIR SCHEDULE. MANY GIFTED STUDENTS ARE INVOLVED IN SO MANY ACTIVITIES THAT ONE ADDITIONAL PROJECT WOULD JEOPARDIZE THEIR GRADES OR QUALITY OF THEIR PERFORMANCE. IT MUST BE WEIGHED CAREFULLY AND NOT COMPETE WITH OTHER INTERESTS.

I HAVE ATTEMPTED TO ARRIVE AT A SET OF CATEGORIES THAT WOULD ENCOMPASS MOST OF THE PROPOSED TASKS. THEY ARE BY NO MEANS RIGID LINES OF REQUIREMENTS AND ARE INTENDED TO PROVIDE CONCEPTUAL GROUPINGS TO ASSIST IN PLANNING AND SCHEDULING. SOME STUDENTS MAY BE ABLE TO WORK IN MORE THAN ONE GROUP, IF THEIR SCHEDULE PERMITS. HOPEFULLY, THEY WILL WORK TOGETHER WHEN THE TASK DICTATES.

THE FOLLOWING PAGES BRIEFLY DESCRIBES THE FOUR CATEGORIES OF ARTISTIC/CONCEPTUAL, ADMINISTRATIVE, MEDIA, AND FABRICATION.

ARTISTIC/CONCEPTUAL:

(PAINTERS AND POETS)

ROUND UP THE USUAL SUSPECTS FOR THIS CATEGORY. THESE WILL MOST LIKELY BE THE KIDS THAT HAVE BEEN IN ART CLASSES SINCE GRADE ONE. OPEN TO ALL DISCIPLINES, BUT PREFER STRONG VISUAL SKILLS AND DEXTERITY IN HANDLING A VARIETY OF MATERIALS.

COMMERCIAL ART STUDENTS WITH ABILITIES TO CONCEPTUALIZE SOLUTIONS WOULD WORK AS WELL AS THE PAINTING/SCULPTING KIDS WITH STRONG IMAGINATIONS.

THEY WILL ASSIST IN VISUALIZING CONCEPTS AND SOLUTIONS, IN PART, TO AID COMMUNICATION WITH THOSE IN THE FABRICATION GROUP. THEY MAY INDEED BE IN THAT GROUP ALSO.

MAY ALSO ASSIST IN EXECUTING AND COMPLETING WORKS WITH ARTIST.
ASSIST AND PARTICIPATE IN SOME OF THE "IN-SCHOOL" PROJECTS.

POSSIBLE EXPOSURE TO EXHIBITION DESIGN/INSTALLATION.

WILL RECEIVE EXTENSIVE SUPERVISION, CREATIVE PROBLEM-SOLVING FROM ARTIST ON THEIR OWN WORKS.
AND NATURALLY PROLONGED EXPOSURE TO DAILY ACTIVITIES AND CRISES OF A WORKING ARTIST.

MEDIA:

(SHOOTERS AND WRITERS)

MEDIA/JOURNALISM MIGHT BE A BIT MORE ACCURATE. THESE GUYS FUNCTION AS ANOTHER SET OF EYES AND EARS FOR THE ARTIST.

SKILLS OF PREFERENCE WOULD BE SOME OR ALL OF THE FOLLOWING: STRONG ENGLISH AND HISTORY SKILLS, JOURNALISM, PHOTOGRAPHY (35mm AND/OR VIDEO EXPERIENCE), MUST BE VERY OBJECTIVE AND CREATIVE. ABLE TO WORK WITH VERY LITTLE SUPERVISION IS MANDATORY.

THIS GROUP WILL PRODUCE AT LEAST ONE DOCUMENTARY ON THE ARTIST-IN-RESIDENCE PROJECT OR ASPECTS OF IT THEY CONSIDER IMPORTANT. HOPEFULLY, THIS WILL BE A VIDEO PIECE, BUT COULD BE IN THE FORM OF A WRITTEN AND PHOTOGRAPHIC JOURNAL.

WILL PERFORM AS PUBLIC RELATIONS DEPARTMENT FOR THE PROJECT. WRITING P.S.A.'s, ARTICLES FOR SCHOOL PUBLICATIONS, ETC.

FABRICATION:

(WORKER BEES)

THESE STUDENTS WILL ASSIST IN MAKING, FABRICATING AND GENERALLY EXECUTING PIECES OF ART. MOST LIKELY WILL INVOLVE FABRICATING PARTS OR COMPONENTS TO BE ASSEMBLED LATER. STRONG MANUAL AND TECHNICAL SKILLS A MUST. ABILITY TO FOLLOW INSTRUCTIONS (WRITTEN, DRAWN, OR VERBAL) TO THE LETTER IS MANDATORY.

THIS GROUP COULD POSSIBLY COMBINE GIFTED VO-TECH KIDS WITH ART STUDENTS.

MAY WORK AS "CONSULTANT" ON SOME OF THE IN-SCHOOL PROJECTS.

ADMINISTRATIVE:

(MOTHER-IN-LAW AND QUARTERBACK)

IN REALITY THIS COULD BECOME THE MOST ESSENTIAL GROUP, AS THEY WILL HELP IN COORDINATING ALL ASPECTS OF THE RESIDENCY (DEPENDING UPON THEIR SCHEDULES, OF COURSE).

THEY WILL OVERSEE THE PLANNING, SCHEDULING, CORRESPONDING, EVALUATING AND GENERALLY AS MUCH OF THE ADMINISTRATIVE ASPECTS OF THE RESIDENCY AS THEY CAN HANDLE. THE PHILOSOPHY IS TO HAVE AN OBJECTIVE POINT OF VIEW TO TEMPER THE DREAMING OF THE ARTIST.

PREFERABLE SKILLS AND INTERESTS:
BUSINESS ADMINISTRATION, COMPUTER/WORD PROCESSING, MATH APTITUDE, EXCELLENT ORGANIZATIONAL ABILITIES AND AN INTEREST BUT NOT NECESSARILY A BACKGROUND IN ART. LEADERSHIP A PLUS AND ABLE TO WORK UNSUPERVISED.

ARTIST IN EDUCATION
CORE GROUP
TEACHER RECOMMENDATION

_____ is applying for membership in the Roanoke County Schools Artist-In-Education Core Group. Students selected to be in the Core Group will work with Artist-In-Education Ed Dolinger for a minimum of 40 hours after school or at selected release times. Membership in the Core Group will afford students the opportunity to experience first hand how a working, producing professional artist functions.

Please rate the student on the following:

	POOR	GOOD	AVERAGE	EXCELLENT	OUTSTANDING
Attitude-Positive					
Dependable					
Works well independently					
Assumes Responsibility Well					
Works well with others					

Please list any characteristics you believe to be strengths:

Please list any characteristics you believe to be weaknesses:

Would you recommend the student? (Please check one)

NOT AT ALL ____ HIGHLY ____ STRONGLY ____

_____ _____
Teacher Date

RETURN TO: Steve King, Supervisor of Fine Arts
Roanoke County Schools
526 College Avenue
Salem, VA 24153 387-6462 by October

ARTIST-IN-EDUCATION
CORE GROUP
APPLICATION

NAME_____

ADDRESS_____ ZIP_____

HOME TELEPHONE _____

PARENTS NAME_____

GRADE_____ SCHOOL_____

CAN YOU PROVIDE YOUR OWN TRANSPORTATION _____

HAVE YOU EVER OR DO YOU NOW TAKE PRIVATE ART LESSONS_____
HOW LONG_____ WITH WHOM_____

CHECK WHICH OF THE AREAS LISTED BELOW ARE OF INTEREST TO YOU:

_____ Painting	_____ Sculpting	_____ Drawing	_____ Photography
_____ Writing	_____ Journalism	_____ Video	_____ Computers
_____ Research	_____ Publicity	_____ Carpentry	_____ Welding
_____ Machine Shop	_____ Sheet Metal		

IN WHICH OF THESE AREAS OF INTEREST DO YOU HAVE EXPERTISE_____
LIST YOUR EXPERIENCE:

WHY DO YOU WISH TO BE A PART OF THIS PROGRAM? (Use back if necessary)

RETURN TO: Steve King 387-6462
Supervisor of Fine Arts
Roanoke County Schools
526 College Avenue
Salem, Virginia 24153

by October

Proposal For Selection Of Core Group

1. Requirements:

   A. 11th and 12th Graders
   B. Able to provide own transportation
   C. Minimum of 40 hours commitment, with expectation of more time to complete project.
   D. Students from art classes and general student population.
   E. Each school to have one representative - Arnold R. Burton, Cave Spring High, Glenvar High, Northside High, and William Byrd High
   F. Number of students selected must allow for an intensive experience with the AIE.
   G. Criteria as established by AIE and teachers.

2. Suggested Selection Process:

   A. Establish screening committee: art teacher from each school, art coordinator, fine arts enrichment coordinator, supervisor of fine arts (total of 7). Committee will meet as needed, anticipate 1 to 2 meetings.
   B. Information provided to schools via art teachers, guidance and general P/A, English Dept, and Media Specialist.
   C. Students request application from art teachers and guidance, English and Media.
   D. Set deadline for applications.
   E. Screening committee reviews applications and selects candidates for interview.
   F. AIE interviews candidates.
   G. AIE selects core group from students interviewed.

ARTIST IN EDUCATION PROGRAM

Evaluation of In-school Program
by Teacher

The purpose of this survey is to obtain your assessment of the Artist in Education Program based on your experiences as an observer and participant in the in-school classes. The informationm will be used in evaluating the in-school presentations of the Artist-in-Education Program.

Indicate the extent to which you agree with the following statements by circling the appropriate response to the left of each statement.

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

SA A D SD 1. Participation in the in-school Artist in Education Program was a worthwhile experience for the student.
COMMENTS:

_____

_____

_____

_____

SA A D SD 2. Having my classes work with the AIE was a worthwhile experience for me.
COMMENTS;

_____

_____

_____

SA A D SD 3. Information and assistance given to me by the AIE was adequate to continue the projects on our own.
COMMENTS:

_____

_____

_____

SA A D SD 4. The students seemed to understand their role with the AIE and the purpose of the experience.
COMMENTS:

_____

_____

_____

SA A D SD 5. Lack of background in the project area restricted the student's scope of experiences.
COMMENTS:

_____

_____

_____

SA A D SD 6. By participating in the projects with the AIE, the student gained information about the field of Art not likely available from other sources accessible to the student.
COMMENTS:

_____

_____

_____

SA A D SD 7. The student's perception and understanding of the project increased.
COMMENTS:

_____

_____

_____

SA A D SD 8. The time allotted for the project was adequate.
COMMENTS:

_____

_____

_____

PLEASE RATE THE CLASSROOM SESSIONS BY CIRCLING THE APPROPRIATE LETTER ACCORDING TO FOLLOWING KEY:

A - Agree
AS - Agree Somewhat
DS - Disagree Somewhat
D - Disagree

A AS DS D 1. The sessions were well-organized.

A AS DS D 2. The sessions were delivered in an enthusiastic manner.

A AS DS D 3. The sessions were informative.

A AS DS D 4. Involvement exercises or "hands-on" experiences were challenging.

A AS DS D 5. I will be able to use information learned from the presentations.

A AS DS D 6. I would recommend that these type of sessions be continued.

7. What would you recommend to the AIE to improve the sessions? (use back of this sheet if necessary)

PERSONAL OBSERVATIONS

1. Would you recommend this program for future years?

_____ Yes _____ No If "No," what problems did you encounter during the project?

_____

_____

_____

_____

2. What do you feel are the major strengths of this project?

_____

_____

_____

_____

3. Did the participation in the in-school sessions stimulate your interest in other areas of the Art Field?

_____ Yes _____ No If yes, list areas of interest:

_____

_____

Would you like to have some in-service programs developed in these areas?

_____ Yes _____ No

Would you like to have some College Credit Courses developed in these areas to be presented locally?

_____ Yes _____ No

4. Please give any suggestions which might improve the in-school program.

ARTIST IN EDUCATION

Evaluation of In-School Sessions

by Student

The purpose of this survey is to obtain your assessment of the Artist In Education In-School Sessions. The information will be used in evaluating the format and implementation of the program.

Indicate the extent to which you agree with the following statements by circling the appropriate response to the left of each statement.

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

SA A D SD 1. Participating with the AIE In-School Sessions was a worthwhile experience for me.
COMMENTS:

_____

_____

_____

SA A D SD 2. The directions and assistance given to me in these sessions was adequate to allow me to finish the projects.
COMMENTS:

_____

_____

_____

SA A D SD 3. My lack of background for some of the projects in these sessions limited my experiences.
COMMENTS:

_____

_____

_____

9. What did you enjoy most about the sessions?

10. What did you enjoy least about the sessions?

Please use the remaining space for any suggestions which you might have concerning these in-school sessions by the AIE.

SA A D SD 4. By participating in these sessions, I learned about other aspects of the Art Program which were not available to me otherwise.
COMMENTS:

_____

_____

_____

SA A D SD 5. I had plenty of time to work on the projects other than during the actual sessions.
COMMENTS:

_____

_____

_____

SA A D SD 6. There were enough sessions with the AIE to cover the projects introduced.
COMMENTS:

_____

_____

_____

7. Would you like to participate in this type of program again?

_____ Yes _____ No If "No", why do you feel this way about the in-school sessions?

8. Would you encourage other students to participate in this program?

_____ Yes _____ No If "no", Why?

ART FILM SERIES AT ARNOLD R. BURTON TECHNOLOGY CENTER

JAN. 11	EDUARDO CHILLDA:BASQUE SCULPTOR	60 MIN.
JAN. 18	SAM FRANCIS	52 MIN.
JAN. 25	LOUISE NEVELSON IN PROGRESS	28 MIN.
	HELEN FRANKENTHALER	28 MIN.
FEB. 1	FRANK STELLA AT THE FOGG	22 MIN.
	IT'S GRITS	28 MIN.
FEB. 8	14 AMERICANS: DIRECTIONS OF THE 1970'S	88 MIN.
FEB. 15	JIM PALLAS: ELECTRONIC SCULPTOR	12 MIN.
	DeKOONING ON DeKOONING	58 MIN.
FEB. 22	NORTH STAR: MARK DI SUVERO	60 MIN.
MAR. 1	METAL DIMENSIONS: BERTOIA	10 MIN.
	HARRY BERTOIA'S SCULPTURE	23 MIN.
	STONEHENGE: MYSTERY IN THE PLAIN	24 MIN.
MAR. 8	ALBERT PALEY: FIVE MAJOR WORKS 1972-85	28 MIN.
	ALBERT PALEY: ARCHITECTURAL METAL SCULPTOR	28 MIN.
MAR. 15	OUTDOOR SCULPTURE: PRESERVING THE HIRSHHORN	
	MUSEUM'S COLLECTION	15 MIN.
	ARTISTS AT WORK	35 MIN.
	TANGO	8 MIN.
MAR. 22	GEORGE SEGAL	58 MIN.
MAR. 29	THE BEAT GENERATION - AN AMERICAN DREAM	90 MIN.

**********ALL FILMS BEGIN AT SEVEN P.M. IN ROOM 316, UNLESS OTHERWISE NOTED

ANY QUESTIONS, CALL ED DOLINGER AT 344-4643 OR 342-6084

OFFICE OF DIVISION SUPERINTENDENT
ROANOKE COUNTY SCHOOLS
526 SOUTH COLLEGE AVENUE
SALEM, VIRGINIA 24153

April 25, 1990

TO: High School Principals and All Art Teachers

FROM: JG James Gallion, Director of Administrations & Secondary Education
SK Steve King, Supervisor of Fine Arts
AS Angela Shields, Art Coordinator
SC Sandi Chadwick, Workshop Director

SUBJECT: Raku Workshop

Sandi Chadwick has made arrangements for a Raku Workshop at Arnold R. Burton Voc-Tech on May 10 and 11. It will be a hands-on workshop where students and teachers will learn to use a potters wheel and fire raku pottery. Bucky Wise, art supervisor and potter from Henrico County, will conduct the workshop. Teachers will be paid $12.00 per hour plus receive inservice credit for the Friday after school session. Substitutes will be provided. Entire cost of the workshop is being funded through the Perkins Grant at ARBVT. You can't beat that!

The schedule is as follows:

Friday, May 11 - Four students plus teacher from each high school will attend. Students will be excused from class for a half day. (Be sure each student has a permission slip signed by parents).

Morning: 9:00 - 11:30 Cave Spring & Glenvar High

Afternoon: 12:30 - 2:30 Northside and William Byrd

Students may ride the ARBVT bus to ARBVT and back to their home school at 11:30 and 2:30.

After School: 4:00 - 6:00 Workshop for all art teachers. You will be paid for this time.

Saturday, May 12 — 8:30 - ? Raku firing at ARBVT. All teachers and students are invited to drop by and see the firing in progress. Teachers will be scheduled for time slots to come fire their clay.

Remember:

1) Choose four students to participate from your school. Notify your principal and teachers of your plans.

2) Bring raku pottery already fired to cone 07 with you. (Sandi will have extra for junior high and elementary teachers.)

3) Arrange a half day substitute for your classes. (This will be paid out of the grant money.)

4) Request professional leave. (You must use the attached form which specifies Perkins Grant on it.)

5) Arrange travel for students to and from ARBVT.

6) Bring a t-shirt to be silk-screened if you'd like one.

Any questions, call Angela or Sandi.

Arnold R. Burton Technology Center
1760 BOULEVARD SALEM, VIRGINIA 24153
TELEPHONE 344-4643

April 6, 1990

Dr. Foster Miles
Supervisor Grants and Contracts
Department of Education
P.O. Box 60
Richmond, VA 23216-2060

Dear Dr. Miles:

Please let this letter serve as a request to transfer funds in the project #A-90-GI-II B3-001, titled Melding the Arts and the Vocation: "A vocational program for gifted students interested in art" from the category of "other related expenses" to the travel category. This is requested in order to better accomplish objectives six and seven of the proposal which state:

6. To develop and implement a program that will offer vocational skills training to gifted students interested in art.

7. To design promotional strategies that will aquaint students and the general public with the program and the importance of vocational training for all students.

As an unexpected benefit of the program, an opportunity has arisen to involve vocational students and teachers in a performance at Chrysler Hall in Norfolk, Virginia, on May 6, 1990. The experience will truly meld the vocations and the arts.

Expected costs will include:

Lodging	
2 rooms, 2 nights ($60/room/night)	$240.00
Meals	
2 days, 4 people ($20/person)	$160.00
Travel	
1 car ($.245/mile) 600 miles	$147.00
1 truck ($.245/mile) 600 miles	$147.00
Total Cost	$694.00

Thank you for your response to this matter.

Sincerely,

C. Ben Helmandollar
Project Director

mk

Approved:
4-9-90

COMMONWEALTH of VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 6Q
RICHMOND 23216-2060

April 9, 1990

Mr. C. Ben Helmandollar
Arnold R. Burton Technology Center
1760 Boulevard
Salem, VA 24153

Dear Ben:

Your request to revise your budget for the "Melding the Arts and the Vocations: A Vocational Program for Gifted Students Interested in Art," #VA-90-GT-IIB3-001H (K053), has been approved. I find that it is commendable that you have been selected to be included in a performance at Chrysler Hall in Norfolk.

I hope that your "Two Plus Two" project is progressing well also. I look forward to seeing you again soon.

Sincerely yours,

Foster B. Miles, Jr., Supervisor
Vocational Contracts and Grants

cc: Mrs. Gwen Martin
Dr. Glenn Anderson

New cubic sculpture is cooperative effort at William Byrd

Brian Proctor stands next to the dog he designed for the cubic sculpture.

The 8'x8' cubic sculpture in the lobby at William Byrd High School is a cooperative effort by the art department and artist-in-residence Ed Dolinger.

The Terrier Dog was designed by Brian Proctor. The one-half face idea was Lanny Parks'. Faces were painted by Painting II and Commercial Art II students.

The figure design was Paul Miller's idea. Painting II students painted the figures. The non-objective design on the top of the sculpture was created by Marcie Killen. Painting II assisted in painting the design.

Sculpture II class is currently working on a design based on a tree-form to be placed inside the cubicles.

Chris Gore, Karen Shoray and David Adkins work on part of the cubic sculpture at William Byrd High School.

Half faces stare out from this part of the 6' x 8' cubic sculpture done by William Byrd students. The sculpture greets visitors in the lobby at the high school.

Vinton Messenger
March 29, 1990

MORE THAN MEETS THE EYE

The Gallery at Arnold R. Burton and Roanoke County Schools presents an exhibition of work by Artist-In-Residence Ed Dolinger and apprentices
May 4th—22nd

Opening reception
Friday, May 4th, 5-8 pm
First public screening of a video documentary by Bill and Linda White
May 20th, 2 pm

The Gallery at Arnold R. Burton
1760 Boulevard
Salem, VA 24153 • 344-4643
Hours: Mon-Fri 9 am-3 pm
Sun 1-4 pm

ROANOKE COUNTY ARTIST - IN - RESIDENCE PROGRAM
PRESENTS

A FILM SERIES DETAILING THE WORKS OF VARIOUS ARTISTS

INCLUDING

GEORGE SEGAL, ALBERT PALEY, JIM PALLAS, FRANK STELLA, AND OTHERS

THURSDAY EVENINGS AT 7 PM
ARNOLD R. BURTON TECHNOLOGY CENTER, ROOM 316.
FILMS WILL RUN FEB. 1 THROUGH MARCH 29
ADMISSION IS FREE

FOR MORE INFORMATION, CONTACT ED DOLINGER AT 344-4643

AIE PLANNING COMMITTEE REPORT
February 1990

Concerns From The Committee

1. This years program has spread Ed to thin to cover all or most secondary art classes, core group, etc.

2. Activities in classes should be more focused.

3. Secondary art teachers need to meet to discuss how Ed can be best utilized in their programs for 1990-91 and better meet VCA AIE description. Emphasis of the meeting to be on reduction of number of classes level of contact at Junior and Senior High's, suggestions on types of sculpture activities that can be incorporated into regular art curriculum.

Recommendations

1. Set teacher meeting February 12.

2. Consider how Ed can be best utilized in the regular curriculum, with reduced number of classes.

3. Adopt basic description of program as written in last years grant.

4. Consider how we can come more in-line with VCA AIE description.

Summary of Teacher Meeting
February 12, 1990

Teacher's were asked to focus their discussion on how we can better meet the VCA AIE guidelines: 1) Resource person, 2) Time to work and allow students to observe his work, ask questions about the creative process, 3) School workshops, 4) Special classroom programs and 5) Lecture/Demonstrations.

The following suggestions were made for next years program by secondary art teachers:
High School

1. Consider selecting a core group from each school.

2. Target sculpture classes, and add additional classes to meet needs of schools.

3. Schedule time in areas as feasible (NS, NSJ, CSH, CSJ, WB, WBM).

4. Similar activities for each school.

5. Consider different media than paper - i.e - wood, wire, paris craft, stables, mobiles.

6. Develop video tape to introduce program and Ed in place of slide presentation.

7. Calender (overview) of when Ed is working each school.

Middle School

1. Video introduction of program and Ed shown by teachers.

2. Teacher workshops concentrated on student projects and development.

3. Limit Ed's contact to 1 day for each class.

4. Teacher follow through.

5. Strong feeling that each art student should have exposure, although limited, at AIE.

6. Use Ed more as a resource person.

7. Art teacher Brain Storming sessions with Ed.

The AIE Planning Committee will review these suggestions plus any others offered today.

The plan for preparation for next year includes; before leaving school this year:

1. Decision by art teachers which classes will be involved in program.

2. Scheduling of program into the class.

3. Setting up objectives for classes, including grading.

4. Basic scheduling of time blocks in areas (NS, WB, CS)

5. Teacher meeting with Ed this Spring, after enrollments and class offerings are available to plan for next year.

6. Defining teacher role prior to, during and following visits.

RAKU
WORKSHOP

TEACHER_____

STUDENT_____

REACTION SHEET

Please circle the appropriate number after each statement.

Strongly Agree	Agree	Disagree	Strongly Disagree	
4	3	2	1	
1. The workshop was well organized.	4	3	2	1 NA
2. The task directions were understandable.	4	3	2	1 NA
3. The hands on activities were useful.	4	3	2	1 NA
4. The strategy to follow from here is clear to me.	4	3	2	1 NA
5. I had an opportunity to interact with the presenter.	4	3	2	1 NA
6. There were adequate opportunities to interact with other participants.	4	3	2	1 NA
7. The session seemed too rushed.	4	3	2	1 NA
8. The session seemed too slow.	4	3	2	1 NA

Please comment.

1. What were the strengths of this workshop?

---

2. What could be changed in the next workshop to make it better?

3.
Comments:_____

RAKU
WORKSHOP

TEACHER_____

STUDENT_____

REACTION SHEET SUMMARY

Please circle the appropriate number after each statement.

Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	

1.	The workshop was well organized.	4(9)	3(4)	2	1	NA
2.	The task directions were understandable.	4(12)	3(1)	2	1	NA
3.	The hands on activities were useful.	4(13)	3	2	1	NA
4.	The strategy to follow from here is clear to me.	4(9)	3(3)	2	1	NA(1)
5.	I had an opportunity to interact with the presenter.	4(12)	3(1)	2	1	NA
6.	There were adequate opportunities to interact with other participants.	4(11)	3(2)	2	1	NA
7.	The session seemed too rushed.	4	3(4)	2(4)	1(5)	NA
8.	The session seemed too slow.	4	3	2(3)	1(10)	NA

Please comment.

1. What were the strengths of this workshop?

_____
_____
_____

2. What could be changed in the next workshop to make it better?

_____
_____
_____

3.
Comments: _____
_____
_____

5. Strongly Agree
4. Agree
3. Not Sure
2. Disagree
1. Strongly Disagree

EVALUATION OF VIDEO TAPE

	5	4	3	2	1
1. The music is appropriate.					
2. The graphics are effective.					
3. The content is appropriate.					
4. The message is clearly conveyed.					
5. The information is appropriate for the target audience.					
6. The timing of sequences is appropriate.					
7. The video creates interest.					
8. The video conveyed pertinent information.					
9. The Artist in Residence at Burton theme was expressed.					

Comments:

5. Strongly Agree
4. Agree
3. Not Sure
2. Disagree
1. Strongly Disagree

SUMMARY OF EVALUATION OF VIDEO TAPE

	5	4	3	2	1
1. The music is appropriate.	10	8	3	3	3
2. The graphics are effective.	11	12	2	2	1
3. The content is appropriate.	12	14	2	1	
4. The message is clearly conveyed.	12	10	5	2	
5. The information is appropriate for the target audience.	14	11	2	2	
6. The timing of sequences is appropriate.	11	6	6	3	1
7. The video creates interest.	12	10		2	
8. The video conveyed pertinent information.	10	11	2	3	
9. The Artist in Residence at Burton theme was expressed.	15	7	2	2	1

Comments: